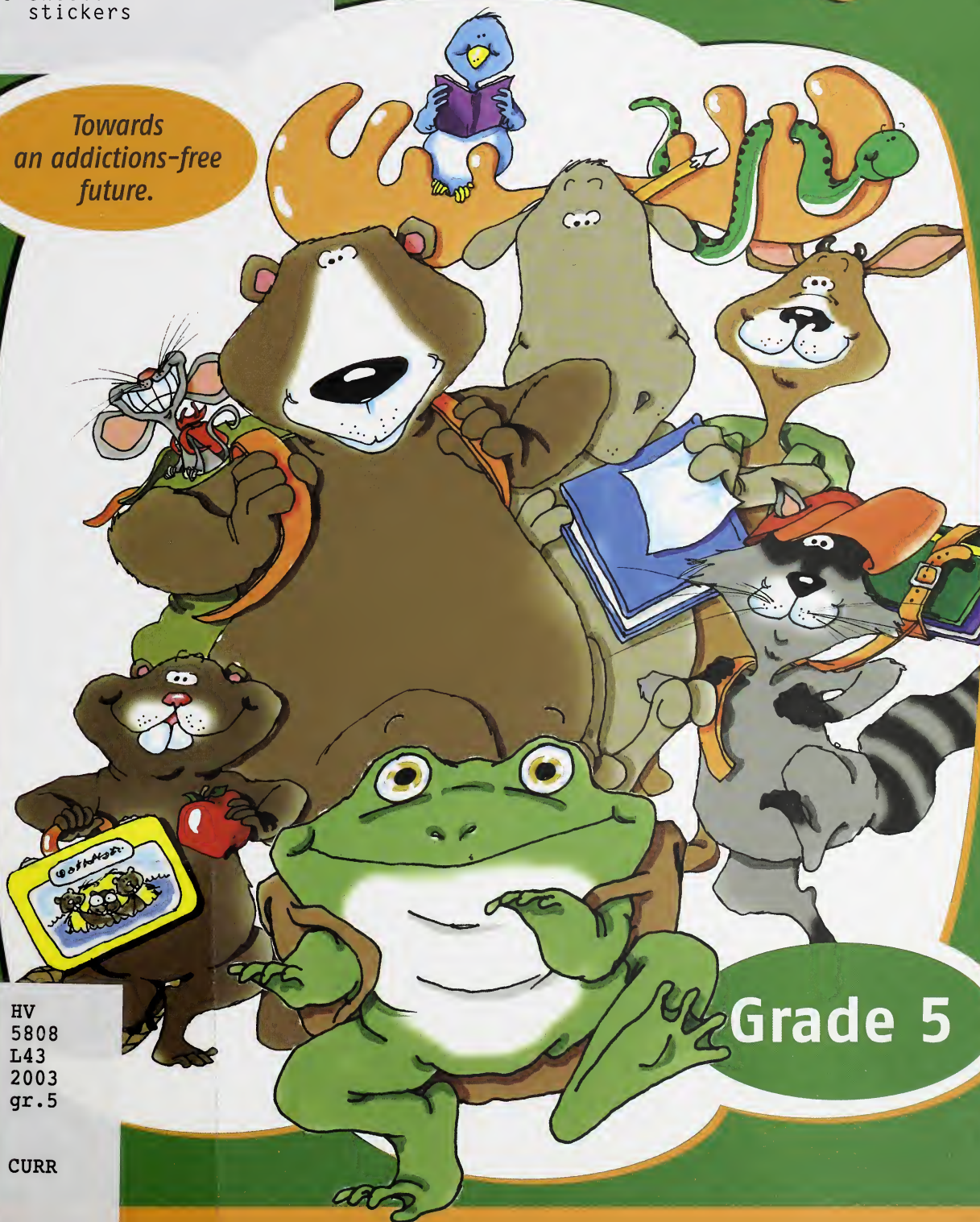




CONTENTS:

3 sheets of  
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*Towards  
an addictions-free  
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Grade 5



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## Introduction

*Leaps and bounds* was developed in support of the Alberta Learning Program of Studies, 2002. It is comprised of eight lesson plans, each of which fulfills Specific Outcomes outlined in the grade five Health and Life Skills Curriculum. The Specific Outcomes are provided at the beginning of the lessons.

This learning resource was also developed in support of best practices in prevention programming. Research shows that effectiveness in substance abuse and gambling prevention requires programs that are:

- Strength-based, comprehensive and of sufficient duration
- Delivered at a time when it is relevant to students and addresses important life transitions
- Designed to teach and give opportunities for practicing life skills (for example effective decision-making)
- Designed to facilitate student analysis of social influence (for example role models)

Each of the above-listed elements is an integral part of this eight-lesson unit. The intention is to encourage children to make sound decisions regarding drug and alcohol use and gambling. The focus of this resource is to provide the students with accurate information and to assist them in acquiring life skills, while emphasizing the importance of internalizing healthy lifestyle choices.

Many of the lessons include a great deal of content to be covered in a 45-minute period. You may choose to divide one 45-minute lesson into two 30-minute parts, in order to cover specific content in greater detail. Alternatively, you may decide to omit an activity, in order to examine more closely other concepts of greater significance to your class. Some of the lessons include extension activities and homework assignments that you can choose to complete with the class. There are also activities that engage the students in creating work, which could be made into a classroom display. Having a bulletin board available for this unit would be beneficial. *Leaps and bounds* is meant to be practical and valuable for teachers in a variety of fifth grade classes.

## Before you begin

The focus of this resource is to give students accurate information, to assist them in acquiring life skills and to promote healthy lifestyle choices. Emphasis should be placed on encouraging the students to make their own well-informed decisions based on the facts they are given and the skills they are taught.

The subject matter in *Leaps and bounds* could be sensitive for some of your students and their families. Different attitudes and values may arise in relation to religious, cultural or ethnic backgrounds. Particular family experiences may also affect a child's motivation to participate in activities and discussions. When approaching the content of this learning resource, it is especially important to create an open and accepting classroom environment that is based on respect for oneself and others. The students may be sensitive to some of the issues covered; they need to feel comfortable asking questions and expressing feelings candidly, without the fear of being judged. It is essential for everyone in the class to realize that each student has concerns that are significant to him or her. Issues that arise during large or small group discussions must be respected for their importance and relevance to each individual child.

An example of how culture could play a part in your discussions would be to explore the traditional uses of tobacco as a spiritual practice among Aboriginal people. It is important to identify differences between misuse of tobacco and time-honoured customs, such as the pipe ceremony. An example of family background is the practice of some people to drink a glass of wine daily, during dinnertime. This may be customary for one family unit, but not for another.

If you would like further information regarding these topics or any aspect of this learning resource, contact your local AADAC office. It is listed under Alberta Alcohol and Drug Abuse Commission in the telephone directory.

## How to help

Some sensitive circumstances may arise, wherein students express concerns about alcohol, drug or gambling practices among themselves or family members. For example, a student may ask for help or say something that suggests dependency within the family. The following section provides information that will help you respond comfortably and constructively to these situations:

- If a student begins to relate a personal or family experience in the classroom, which could indicate a dependence-related problem, be prepared to bring the conversation back to a more general context. Follow up with the student at a later time on a one-to-one basis.

- Show the student that you are willing to listen. Find a private space free of distractions. This will let the student know that he or she is important enough to have your undivided attention.
- Be sensitive, open-minded and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The student needs to hear statements such as:
  - “I will help you”
  - “I will help you get help”
  - “I recognize that you're concerned”
  - “I believe you”
  - “You cannot solve your parent's problems, that is not your job”
  - “Thank you for telling me; I know it must be very hard for you”
- Whenever possible, accompany the student to further assistance, but know your limitations. Get an assessment of the problem from a skilled professional. It is not your responsibility to assess and treat dependence-related problems, but you can support a student by referring him or her to other professionals.
- Make yourself available to the student. Let him or her know you are there to listen and help, even if he or she is getting help from someone else.
- By showing the student you are concerned, you are conveying that he or she is important. Knowing that someone cares is very significant to an individual dealing with a dependence-related problem. An adult role model who believes in a child's success facilitates that child in building resiliency. Having a caring and supportive person is a critical factor that helps prevent children from experimenting with drugs, alcohol and gambling, and as a result, later prevents them from developing dependence-related problems.
- Maintain the student's confidentiality. During the process of your conversation, you may realize that you need to consult with other professionals. If this is the case, inform the student of that possibility. Say something like: “I might need to get some help from the school counsellor. What do you think about that?” Discuss any concerns that the student has about this. Explain that the purpose of sharing information is to receive helpful feedback, which will enable you to respond effectively. Assure the student that you will maintain confidentiality, unless he or she is in a situation of possible harm,

intends to harm others or has been harmed by another. Ensure that you understand your school's policy on confidentiality and what is expected of you.

- Remember possible resources, such as school counsellors, psychologists and AADAC offices.

## **Recommended AADAC resources**

57 Ways to Lighten Up (poster)

101 Ways to Keep Kids Addiction Free (poster)

AADAC Web sites for kids and parents/teachers

([www.aadac4kids.com](http://www.aadac4kids.com); [www.aadac.com](http://www.aadac.com); [www.tobaccostinks.com](http://www.tobaccostinks.com))

It's Up to Me Activity Booklet

Parent Information Series



## Sample letter to parents

Dear Parents:

Our class will be using *Leaps and bounds*, a learning resource developed by the Alberta Alcohol and Drug Abuse Commission (AADAC). This learning resource is intended to explore healthy lifestyle choices and encourage children to make sound decisions regarding drug and alcohol use and gambling. It is an eight-lesson unit that was developed as a result of collaboration among AADAC, Alberta Learning, schools, parent groups and community organizations.

*Leaps and bounds* provides children with accurate information and assists them in acquiring life skills, while emphasizing the importance of internalizing healthy decision-making. It examines alcohol and other drug use, gambling, addictive behaviour, media and peer influence, and the significance of supportive relationships, positive role models and self-esteem.

The decisions a young person makes depend not only on the information acquired, but also on the availability of supportive adults in his or her life. Your child will bring home some assignments to complete or to discuss with you. I encourage you to participate in the learning process by asking questions and initiating discussion about the concepts of this unit. Your involvement will assist your child in learning and practicing the skills that are necessary for healthy decision-making.

I recognize and respect that you and your family members have personal views about the topics we will be exploring in this unit of study. *Leaps and bounds* focuses on encouraging your child to make informed and healthy decisions for him or herself. If you would like more information about this unit of study, or if you have any questions or concerns, please contact me at \_\_\_\_\_.

Sincerely,









## Lesson 1

# Discussing drug details

## SPECIFIC OUTCOMES

**W-5.6** Examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness

- learn the definition of a drug
- understand conditions that would cause the effects of drugs to vary
- identify three different categories of drugs (legally available drugs, medicines and illegal drugs)
- recognize that many commonly used substances can be considered drugs

## CONTENT AND TIME (45 MINUTE LESSON)

- 1.1 Opening activity: Understanding the unit (5 minutes)
- 1.2 Envelope education (10 minutes)
- 1.3 Data on drugs (15 minutes)
- 1.4 Leaps and bounds (10 minutes)
- 1.5 Review: What we have learned (5 minutes)

## REQUIRED MATERIALS

TRANSPARENCY 1.1: Understanding the unit

BLACK LINE MASTER 1.2: Envelope education

TRANSPARENCY 1.3: Data on drugs

BLACK LINE MASTER 1.4: Leaps and bounds

Two envelopes (to be posted on the bulletin board)

A class set of envelopes (for activity 1.2: Envelope education)

Small paper strips (to go in one bulletin board envelope)

Large sentence strips (for the class bulletin board)

A pair of gloves or mittens for each student  
(you will want to ask the students to bring these items the day before this lesson)

Notebooks





## 1.1 Opening activity: Understanding the unit

Gather the students as a large group and introduce the unit *Leaps and bounds*. Establish guidelines for the discussion of sensitive issues, as outlined in the introduction.

Show the class **TRANSPARENCY 1.1: Understanding the unit**. Explain that the focus of this unit is to provide the students with accurate information and help them acquire life skills, while emphasizing the importance of healthy lifestyle choices. *Leaps and bounds* covers concepts such as addiction, media influences, peer pressure, supportive relationships and self-esteem, which are directly related to alcohol, drug and gambling prevention.

Tell the students that you will provide an ongoing opportunity for them to ask questions about gambling and alcohol or drug use. Post two envelopes on the classroom bulletin board for this unit. One envelope will hold blank slips of paper, on which the students can record their questions. The other envelope will store the questions generated by the students. Tell the students that you will check the envelope for questions at the end of each lesson. As a class, you will uncover the answers, many of which will be explored in activities throughout this unit. Emphasize that you will also be available to help the students address personal concerns they may have and that this will be done on an individual basis.

## 1.2 Envelope education

In preparation for this activity, take a photocopy of **BLACKLINE MASTER 1.2: Envelope education**. Cut out the sentence strips and place each of them in a separate envelope, so that you have enough envelopes for every class member. Seal the envelopes. If envelopes are unavailable, you may simply cut out the sentence strips, fold each in half and tape the ends together.

Gather the students as a large group and ask them to consider the following questions while they participate in this activity:

- What is the definition of a drug?
- Do drugs affect different people in the exact same way?

Have everyone put on a pair of mittens or gloves and distribute the envelopes. Challenge the students to open the envelopes neatly,

making as few tears as possible; or if you have taped the ends of the sentence strips, have them undo the tape, ripping the paper as little as possible. Explain that when they have opened their envelopes, they are to read the message inside. The students may have difficulty with this task, as the words are written backwards. Do not give them any hints.

After five minutes, stop the activity and ask the students to take off their mittens or gloves. Have them open the envelopes if they have not already done so and call on volunteers to read what is written inside. Ask the class if each message makes sense when it is first read. Here, you may have some students figure out that the messages are written backwards. If so, ask how many students figured this out. If not, you may give them clues to help them figure this out or you may simply tell them to read backwards. Have the students keep their sentence strips on their desks and discuss some or all of the following questions:

- How did the way your hands normally work change for this activity?
- What factors made it difficult to understand your message at first? (Try to draw the conclusion that students do not usually think to read backwards and that reading a sentence rarely involves this level of problem solving.)
- Why did some students open their envelopes quicker or neater than others?
- Why did some students figure out that the message was written backwards quicker than others?
- Was this activity the same for everyone? Why? (Try to draw the conclusion that people have different abilities, learning styles, coordination skills, etc.)
- Do you think you could do better or worse on another day or at a different time of day? Why? (If the students have difficulty, ask them to consider being tired, feeling upset about something or having a lot of energy.)
- How does this activity relate to a discussion about drug use? (Here, try to elicit the conclusion that (1) drugs affect the way a person's body and mind function and (2) drugs affect people differently because we all have a unique physical and mental make-up.)



## 1.3 Data on drugs

Read the definition of a drug at the top of **TRANSPARENCY 1.3: Data on drugs** (cover up the information provided below for the time being):

A drug is a substance other than food, which is taken to change the way the body or the mind functions. A drug changes the way you feel and act.

Discuss how the effects of a drug may vary, using the middle portion of the transparency (again, cover up the information provided below this):

A drug's effects depend on the kind of drug you take, how much of the drug you take, when you take the drug, how often you take the drug and what else you have taken with the drug. However, once a drug has been taken, you cannot control the drug's effects. It will continue to work in your body until the body breaks it down and removes it. For example, if you take a drug that makes you drowsy, you will continue to feel drowsy until the drug wears off.

Next, explain that there are three different categories of drugs. Challenge the students to identify these. After several predictions, uncover the three main categories of drugs at the bottom of the transparency: medicines, legally available drugs and illegal or 'street' drugs. Ask volunteers to read their messages (backwards, so that they make sense). There are only nine different phrases, so you will want to ask the students not to repeat a sentence that has already been read. When each message has been read, ask the class to identify the appropriate category. For example:

- sleeping pills and antibiotics are prescription drugs that are available only by visiting the doctor and pharmacist – **medicines**
- insulin (to help people with Diabetes), inhalers (to help people with Asthma) and medicated epi-pens (for severe allergic reactions) are prescription drugs for people with specific conditions – **medicines**
- many kinds of eye drops, cold and cough remedies and pain relievers are non-prescription or 'over-the-counter' drugs – **medicines**
- tea, coffee and cola drinks contain caffeine, which is a legally available drug – **legally available drugs**
- wine, beer and liquor are legally available drugs for people over 18 – **legally available drugs**
- cigarettes, cigars, pipe tobacco and chewing tobacco contain nicotine, a legally available drug for people over 18 – **legally available drugs**

- illegal drugs are against the law to purchase – **illegal drugs**
- illegal drugs are also called ‘street’ drugs – **illegal drugs**
- cannabis (also called marijuana) is an example of an illegal drug – **illegal drugs**



You will notice that examples of illegal drugs, such as heroin, crack, cocaine and ecstasy have not been provided in this resource. Providing details about drugs of this nature is not age-appropriate during classroom discussions. Although the students may be familiar with some illegal drug names, they will probably not understand the specifics of these drug types. You can acknowledge illegal drugs identified by the students; and if somebody requests more information, you can follow-up by visiting the AADAC website or referring to resources offered at your local AADAC office.

Photocopy the information provided on TRANSPARENCY 1.3 for the students to keep in their notebooks. Have them record one or more fact(s) underneath each drug category at the bottom of the page. For example:

### **Medicines**

Eye drops are an example of ‘over-the-counter’ medicines

### **Legally available drugs**

There is nicotine in cigarettes, which is a legally available drug for adults

### **Illegal or ‘street drugs’**

Illegal drugs are called ‘street drugs’

## 1.4 Leaps and bounds

Distribute **BLACKLINE MASTER 1.4: Leaps and bounds**. This is a unit cover page for the students to colour. You may prefer to have the students design their own cover page or you may give them the option of either choice. If they are designing their own cover, emphasize the importance of illustrating concepts that will be learned throughout the unit, as discussed in the opening activity. This will probably need to be finished for homework or during another lesson. Upon completion, have the students put their cover pages in their notebooks.

## 1.5 Review: What we have learned

Review with the class the definition of a drug, the varying effects of drugs and the three categories of drugs. Invite volunteers to summarize the information that was learned on sentence strips, to be displayed on the class bulletin board. Remind the students to think of questions they may have, to write these down and to add them to the class envelope.



## Understanding the unit

- Lesson 1: Discussing Drug Details – Information about drugs
- Lesson 2: Drug Deliberation – Reasons for drug use
- Lesson 3: Gambling Go-Round – The difference between social and problem gambling
- Lesson 4: Addiction Affliction – Physical and psychological dependence
- Lesson 5: Advertising Antics – Media strategies used to pressure people
- Lesson 6: Real Relationships – The influence of supportive relationships
- Lesson 7: Being Positive is Powerful – The importance of high self-esteem
- Lesson 8: Media Mania – An advertising campaign for healthy life choices





# Envelope education



drug available legally a is which caffeine contain drinks cola and coffee tea	drug illegal an of example an is (marijuana called also) cannabis
drug available legally a is which caffeine contain drinks cola and coffee tea	drug illegal an of example an is (marijuana called also) cannabis
drug available legally a is which caffeine contain drinks cola and coffee tea	pharmacist and doctor the visiting by only available are that drugs prescription are antibiotics and pills sleeping
drug available legally a is which caffeine contain drinks cola and coffee tea	pharmacist and doctor the visiting by only available are that drugs prescription are antibiotics and pills sleeping
18 over people for drugs available legally are liquor and beer wine	pharmacist and doctor the visiting by only available are that drugs prescription are antibiotics and pills sleeping
18 over people for drugs available legally are liquor and beer wine	pharmacist and doctor the visiting by only available are that drugs prescription are antibiotics and pills sleeping
18 over people for drugs available legally are liquor and beer wine	pharmacist and doctor the visiting by only available are that drugs prescription are antibiotics and pills sleeping
18 over people for drug available legally a nicotine contain tobacco chewing and tobacco pipe cigars cigarettes	conditions specific with people for drugs prescription are (reactions allergic severe for) epi-pens medicated and (Athsma with people help to) inhalers (Diabetes with people help to) insulin
18 over people for drug available legally a nicotine contain tobacco chewing and tobacco pipe cigars cigarettes	conditions specific with people for drugs prescription are (reactions allergic severe for) epi-pens medicated and (Athsma with people help to) inhalers (Diabetes with people help to) insulin
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purchase to law the against are drugs illegal	drugs 'over-the-counter' or non-prescription are relievers pain and remedies cough and cold drops eye of kinds many
purchase to law the against are drugs illegal	drugs 'over-the-counter' or non-prescription are relievers pain and remedies cough and cold drops eye of kinds many
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drugs "street" called also are drugs illegal	
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drug illegal an of example an is (marijuana called also) cannabis	

For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).

## Data on drugs

A drug is a **substance other than food**, which is taken to **change the way the body or the mind functions**.

A drug changes the way you feel and act.

A drug's effects depend on:

- The kind of drug you take
- How much of the drug you take
- When you take the drug
- How often you take the drug
- What else you have taken with the drug

Once a drug has been taken, **you cannot control the drug's effects**. It will continue to work in your body until the **body breaks it down and removes it**. For example, if you take a drug that makes you drowsy, you will continue to feel drowsy until the drug wears off.

There are three main categories of drugs, which are as follows:

Medicines                      Legally available drugs                      Illegal or 'street' drugs



## Leaps and bounds



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).









## Lesson 2

# Drug deliberation

### SPECIFIC OUTCOMES

---

**W-5.6** Examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness

**L-5.3** Investigate the effectiveness of various decision-making strategies

- acknowledge the importance of taking medicines properly
- identify different reasons why people use drugs
- gain an understanding that personal characteristics can motivate individuals to experiment with drugs, given certain circumstances

### CONTENT AND TIME (45 MINUTE LESSON)

---

2.1 Opening activity: Dangers of drug use (5 minutes)

2.2 Considering characteristics (20 minutes)

2.3 Why do people draw on drugs? (10 minutes)

2.4 Review: Recognizing risk (10 minutes)

### REQUIRED MATERIALS

---

TRANSPARENCY 2.2: Considering characteristics

BLACKLINE MASTER 2.2: Considering characteristics

TRANSPARENCY 2.3: Why do people draw on drugs?

Small container (box, basket, tin)

Chart paper

Notebooks



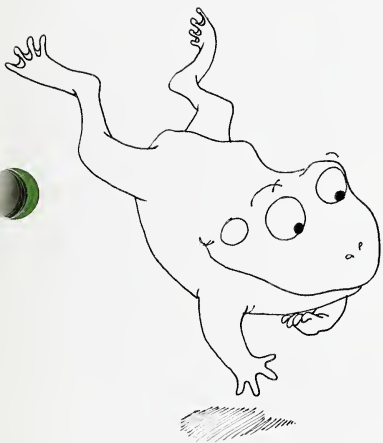


## 2.1 Opening activity: Dangers of drug use

Explain to the class that an important reason for taking drugs is to prevent or treat illness. The drugs contained in medicines are essential for maintaining or restoring health. These drugs can be helpful to many people, when they are used properly and only when necessary. Using medicines inappropriately, however, can be very harmful.

Ask the students to identify situations where using medicines improperly could be dangerous. Record their answers on chart paper. Try to elicit the following ideas from the responses given:

- Drugs can be poisonous if you take too much of them (taking a lot at one time or taking small amounts often)
- It is risky to take a drug for a longer period of time than is needed
- You can become seriously ill if you take a drug that your body does not need
- It can be harmful to mix different kinds of drugs
- Some people are more sensitive or allergic to certain drugs; they can get sick, even if they use small amounts
- Many drugs can cause side-effects, like drowsiness; this makes it dangerous to do certain activities that require alertness
- It is unsafe to take a drug without following proper instructions



## 2.2 Considering characteristics

Some people use drugs for reasons other than illness. This next activity challenges the students to first, consider personal characteristics that most people possess to some degree; and second, to recognize that these characteristics, given certain circumstances, could serve as motivators to experiment with drugs.

Show **TRANSPARENCY 2.2: Considering characteristics**. Read through the character descriptions, which are as follows:

- Avoiding Alex** I try to avoid dealing with everyday problems and feelings of anger, stress or anxiety
- Curious Cory** I am curious, so I like to try new things and take risks
- Stylish Sam** Being “cool” and feeling grown up are very important to me
- Rebellious Rene** I like being rebellious and going against the crowd
- Gullible Gene** I follow others to fit in with the group, even if it means giving in to peer pressure

These descriptions are also provided on **BLACKLINE MASTER 2.2: Considering characteristics**. In preparation for this activity, take one photocopy, cut out the sentence strips and place them in a box. Explain that you will walk around the room and have everyone randomly select one of the characters from the box. The students will then move around the room and interact, role-playing the character they picked. Their task is to determine which characters are being role-played by their classmates. The students are not permitted to simply announce their character, read the description of this person or ask, “Whom did you pick?” Instead, encourage them to remain in character and to ask questions, such as the following:

- Are you a thrill seeker who would like to try skydiving?
- Is being trendy and hip important to you?
- Would you rather follow the lead of others or dare to be different?

The object of the game is for the students to find all five characters through their interactions.

Discuss this activity with the class during the last few minutes. Ask questions such as:

- Was it challenging to stay in character? Why?
- What was difficult about determining the characters role-played by others?
- Can anyone identify with one or more of the characters? Why?
- Give an example of how you sometimes demonstrate one or more of these personal characteristics

## 2.3 Why do people draw on drugs?

This part of the lesson explores the connection between personal characteristics and reasons why some people use drugs.

Refer to **TRANSPARENCY 2.3: Why do people draw on drugs?** You may want to take photocopies for the students to keep in their notebooks. Explain that some people use drugs for reasons other than illness; they tend to use drugs because:

1. They want to change the way the body or the mind functions to deal with problems and negative feelings (to relieve pain, anger, stress or anxiety)
2. They are curious to try something new and are interested in the effects they might experience (feeling calm, energetic, free, open, self-confident — whatever they believe to be the effects)
3. They hope to create a personal image (the drug becomes a symbol of looking “cool” or feeling grown up).
4. They are resisting authority (rebellious against what they are told by others and what is accepted as the “norm”)
5. They are influenced by other people (friends, family members, older role models or celebrities who are known to use drugs)

These reasons for using drugs are similar to the personal characteristics in the last activity. Emphasize that this does not imply the students will try drugs because they have some of these personal characteristics. Everybody is curious to an extent, just as everybody wants to avoid pain or anxiety to some degree.

Being able to identify personal characteristics is essential to healthy decision-making. You may have a tendency to rebel, or maybe others easily influence you. Knowing yourself well enables you to acknowledge how you may react in certain situations. You become aware of circumstances that may put you at risk to try drugs, and you prepare yourselves by planning a course of action in advance. Discuss one or more of the following examples:

- A group of kids value personal image and live in a society where smoking is perceived as “stylish”

- A rebellious teenager is warned by parents and teachers not to do drugs because they are dangerous
- A couple of buddies who like taking risks together have heard that a particular drug can help you experience an unbelievable high
- A young person is surrounded by family members, friends and older role models who drink alcohol on a regular basis
- Someone dealing with stress and grief is searching for a quick escape from daily problems

## 2.4 Review: Recognizing risk

Have the students write about a personal characteristic they recognize in themselves and a situation that might put them at risk to try a drug, like smoking a cigarette or drinking alcohol.

Check the class envelope and respond to any questions asked.





## Considering characteristics

- |                 |  |
|-----------------|--|
| Avoiding Alex   | I try to avoid dealing with everyday problems and feelings of anger, stress or anxiety |
| Curious Cory    | I am curious, so I like to try new things and take risks                               |
| Stylish Sam     | Being "cool" and feeling grown up are very important to me                             |
| Rebellious Rene | I like being rebellious and going against the crowd                                    |
| Gullible Gene   | I follow others to fit in with the group, even if it means giving in to peer pressure  |



## Considering characteristics

Avoiding Alex	I try to avoid dealing with everyday problems and feelings of anger, stress or anxiety
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For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).

## Why do people draw on drugs?

Some people use drugs for reasons other than medical purposes:

1. To **deal with problems** and feelings – relieve pain, anger, stress or anxiety
2. To satisfy **curiosity** and try a new experience – feel calm, energetic or free (whatever is believed to be the effects)
3. To create a **personal image** – look cool or feel grown up
4. To **rebel** – resist authority and challenge the “norm”
5. To **fit in** with the group – follow the influence of friends, family members or celebrities











### Lesson 3

# Gambling go-round



## SPECIFIC OUTCOMES

**L-5.3** Investigate the effectiveness of various decision-making strategies

**L-5.4** Analyze factors that affect the planning and attaining of goals

- learn the definition of gambling and activities that involve gambling
- distinguish between social and problem gambling
- gain awareness of the term "odds of winning"
- recognize that winning and losing are random in gambling activities

## CONTENT AND TIME (45 MINUTE LESSON)

3.1 Opening activity: A glance at gambling (10 minutes)

3.2 Competition vs. cooperation (20 minutes)

3.3 Penny pitch (10 minutes)

3.4 Review: Going over gambling (5 minutes)

## REQUIRED MATERIALS

TRANSPARENCY 3.1: A Glance at gambling

BLACKLINE MASTER 3.2: Competition vs. cooperation

Prize items for activity 3.2: Competition vs. cooperation (gummy bears, pencils, free time or any reward that you feel appropriate)

One penny for each student

Large sentence strips (for the class bulletin board)

Notebooks



### 3.1 Opening activity: A glance at gambling

Show the definition of gambling at the top of **TRANSPARENCY 3.1: A Glance at Gambling**. Have the students record this definition in their notebooks:

Gambling is risking money or something of value on an activity with an uncertain outcome. Betting, making a wager and taking a dare are all examples of gambling.

Ask the students to give examples of gambling. They will probably have ideas such as: casinos, video lottery terminals (VLTs) and bingo halls. Remind the class that gambling is any risk-taking behaviour that involves betting, wagering or daring, which involves an exchange of money of something of value. Show the bottom of Transparency 3.1 and discuss the examples of gambling listed, which are as follows:

- Playing casinos
- Purchasing fundraising, instant win or lotto tickets
- Wagering on the outcome of a sport
- Playing card, board or video games with family and friends for money or personal belongings
- Playing video lottery terminals (VLTs)
- Daring someone to do something for money or personal belongings
- Betting on a skill competition (such as darts, shooting hoops or running)
- Playing for keeps
- Flipping a coin to determine an outcome
- Playing bingo

### 3.2 Competition vs. cooperation

People mainly gamble with friends because they enjoy the activity, the interaction with others and the challenge. For most people, gambling is a social activity; winning or losing money or something of value is not the primary goal. For some, however, gambling turns into a serious problem.

These individuals become preoccupied with gambling, which can be just as powerful as an addiction to drugs. Bets, wagers and dares become much more significant and frequent.



The following are signs that an individual may have a gambling problem:

- Experiencing a “rush,” which reinforces continued gambling
- Focusing primarily on winning
- Extending the time and money spent on gambling
- Increasing gambling activities to win back lost money or personal belongings
- Hiding gambling activities from family and friends
- Lying about gambling losses
- Feeling depressed about the outcome of gambling activities
- Wanting to stop, but feeling unable to do so

This activity is designed to raise awareness about the shift from social to problem gambling. To understand this concept more fully, the students will explore the difference between healthy and unhealthy competition, which serves as a good comparison.

Divide the class into groups of four. Explain that this activity involves each group competing against the others to unscramble a mystery word. The mystery words are different, but all of them relate to the meaning of the word **competition**. The first group to complete this challenge will be given a prize.

Cut out the scrambled words from the top left portion of **BLACKLINE MASTER 3.2: Competition vs. cooperation**. Distribute one word to each group face down. When you say go, the members of each group will turn over their mystery word and begin to unscramble the letters. If they complete this task, they are to write the unscrambled word on their slip of paper, remain seated and raise their hands as a group. When one group has finished, allow the rest of the groups another minute to see if they can unscramble their words. Award a prize to the winning group.

Make a transparency of **BLACKLINE MASTER 3.2** and reveal the unscrambled words to the class. Be sure to cover up the bottom portion of the page, as the students will be solving these mystery words next.

Discuss this activity with the class, using the following questions and responses as a guideline:

*Describe some of the feelings you experienced and explain why*

- I was excited about competing against other teams
- I wanted to win
- I enjoyed the challenge of working quickly
- I felt pressure to help my group
- I was frustrated because we weren't fast enough
- I had fun even though we didn't win

*Explain any aspects of this activity that you thought were unfair*

- Some groups had easier words than others
- Everyone made a good effort but only one group won
- My group figured out the word but it was too late
- My group members weren't working together

*Define the word competition*

- When two people race
- When two teams play against each other
- A game where someone wins and someone loses
- A challenge to win against another person or team

The next part of this activity involves the same groups of students unscrambling words about **cooperation**; however, this time you will give the class a five-minute time limit. Regardless of which group finishes first, everyone will receive a prize if one of the mystery words is solved. When a group unscrambles a word, the members of that group are to wait patiently, while one representative records the word on the board. The activity will continue for five minutes, even if one group has completed the task. Should other groups unscramble their mystery words, they too can record the answers on the board. Cut out and distribute the scrambled words from the bottom left portion of BLACKLINE MASTER 3.2. After five minutes, uncover the answers on the transparency and discuss the following questions with the class:

*What was enjoyable about this activity?*

- I liked working together as a group
- It wasn't as stressful because we didn't have to be first
- I wasn't worried about losing
- I was glad that everyone was a winner
- I enjoyed the challenge of unscrambling the words

*What were some similarities and differences between the competitive and cooperative word scrambles?*

### Similarities

- We worked better when we worked together
- We had a time limit
- There was a prize for both games
- Some words were easier than others in both games

### Differences

- There was only one winner in the first game
- We were more stressed to win the first game
- We had more time for the second game
- In the first game we worked against other groups and in the second game we worked with other groups



Explain to the students that unlike competition, cooperation rarely involves winning and losing. Cooperation is working together to achieve a common goal. When we think about competition, we assume that somebody wins and somebody loses; however, most competition also involves cooperation of some sort. When you play team sports, your team will be much more successful if everyone works together, rather than against each other. At the end of a game, you show support for the other team members by cheering for them or shaking their hands, whether you have won or lost. Sportsmanship is also expected during individual competitions. Wishing your opponents good luck and congratulating them for doing well are examples of cooperation, which promote an enjoyable experience for all participants.



Although competition involves winning and losing, it is not the sole focus for most participants. Competition becomes unhealthy and much less enjoyable when the primary goal is to win, no matter what the cost. This shift from healthy to unhealthy competition occurs when an individual is fixated on winning. Similarly, the shift from social to problem gambling occurs when an individual is obsessed about winning, despite negative consequences to him or herself and others involved.

### 3.3 Penny pitch

Ask the students to imagine flipping a penny to make a decision. If you call heads, what are the chances that the penny will land heads up? In order to answer this question, have the students predict how many times a penny will land heads up out of 20 flips. Record some predictions on the board and multiply each number by five. Because the predictions are out of 20, multiplying by five determines the numbers out of 100; and as a result, you can figure out percentages.

Example:	6	12	9	17	15
	$\frac{\times 5}{30\%}$	$\frac{\times 5}{60\%}$	$\frac{\times 5}{45\%}$	$\frac{\times 5}{85\%}$	$\frac{\times 5}{75\%}$

Explain that the term “odds of winning” is used to describe the chances of winning a gambling activity. The above percentages represent the predicted odds of winning.

Next, distribute a penny to all students and have them flip it 20 times, keeping track of the number of times it lands heads up. When everyone has finished, record some of the results on the board. Randomly, add up five numbers to determine a percentage. Add up other sets of five numbers to determine more percentages. Explain that the odds of winning are reflected more accurately when a large number of tests have been considered.

Example:  $12 + 8 + 7 + 14 + 11 = 52\%$

$16 + 9 + 13 + 6 + 10 = 54\%$

$11 + 15 + 8 + 9 + 12 = 55\%$

Ask the students to consider flipping a penny 19 times and every time it lands heads up. What are the odds that it will land heads up on the 20th flip? The answer is 50%. The odds of a penny landing heads up are always 50%, regardless of previous flips. The penny does not remember how it landed, nor can it fall in patterns of good or bad luck. It is completely random, with a 50% chance each time.





Flipping a penny is just one example of gambling. Different gambling activities have different odds of winning. But regardless of the odds, winning and losing are completely random. Many people believe that they are "on a roll" or that their "luck has run out." This is not logical thinking because past gambling results do not influence future outcomes. Winning and losing are always random events.

### 3.4 Review: Going over gambling

As a large group, have the students briefly summarize the concepts learned in lesson three. Ask volunteers to define or give examples of the following terms:

Gambling

Unhealthy competition

Problem gambling

Odds of winning

Have some students write one example of each term on a sentence card and add this information to the class bulletin board. Check the class envelope and respond to any questions asked.

## A Glance at gambling

Gambling is **risking** money or something of value on an activity with an **uncertain outcome**. Betting, making a wager and taking a dare are all examples of gambling.

Gambling includes:

- Playing casinos
- Purchasing fundraising, instant win or lotto tickets
- Wagering on the outcome of a sport
- Playing card, board or video games with family and friends for money or personal belongings
- Playing video lottery terminals (VLTs)
- Daring someone to do something for money or personal belongings
- Betting on a skill competition (such as darts, shooting hoops or running)
- Playing for keeps
- Flipping a coin to determine an outcome
- Playing bingo



## Competition vs. cooperation

### Words about competition:

ttneemxice

nwiignn

golisn

gelcelnah

agem

serpruse

rezip

manhopci

excitement

winning

losing

challenge

game

pressure

prize

champion

### Words about cooperation:

oniaritpacpit

tefro

potsnimarpssh

roettgeh

emat

perspinrath

teneyojmn

participation

effort

sportsmanship

together

team

partnership

enjoyment











## Lesson 4

# Addiction affliction

### SPECIFIC OUTCOMES

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**W-5.7** Identify personal boundaries and recognize that boundaries vary depending on the nature of relationship, situation and culture

**L-5.2** Affirm personal skill development

**L-5.4** Analyze factors that affect the planning and attaining of goals

- understand that addiction involves physical and/or psychological dependence
- consider how unhealthy choices can have negative consequences
- identify important life areas and what is valued in relation to these

### CONTENT AND TIME (45 MINUTE LESSON)

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4.1 Opening activity: Gambling grief (5 minutes)

4.2 All about addiction (10 minutes)

4.3 Verifying values (15 minutes)

4.4 Review: Voyage without values (15 minutes)

### REQUIRED MATERIALS

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TRANSPARENCY 4.1: Gambling grief

TRANSPARENCY 4.2: All About addiction

BLACKLINE MASTER 4.3: Verifying values

BLACKLINE MASTER 4.4: Voyage without values

Chart paper

Notebooks





## 4.1 Opening activity: Gambling grief

Review the definition of gambling from the last health class. As a large group, read the scenario provided on **TRANSPARENCY 4.1: Gambling grief**. Discuss the question asked and record responses on chart paper. Title this list Important Life Areas and draw the following examples from the class:

### Important Life Areas

Health (mental, physical, spiritual)  
Family  
Friends  
Recreation  
School  
Job  
Responsibilities  
Personal Beliefs  
Money



Display this chart on the class bulletin board, as you will be referring to it again in lesson five and lesson eight.

## 4.2 All About Addiction

Refer to the top half of **TRANSPARENCY 4.2: All About Addiction**, while covering up the section on minimizing for the time being. Discuss the definition of addiction, which is as follows:

An addiction is when people **depend so strongly** on a **drug** (such as alcohol) or an **activity** (such as gambling), that they continue the behaviour, even though they may be hurting themselves or others.

Read through the bulleted items, which are characteristic of an addiction. Discuss the examples provided below and ask the class to identify how each point also relates to Natalie's situation.

- The body and/or mind **depend** on the drug or activity  
*Example:* smokers become dependent on nicotine, which is the addictive drug in cigarettes; they feel normal when they smoke because they are getting the drug their bodies have come to expect

- There is a feeling of **urgency** or **desperation**

*Example:* when smokers stop smoking, they experience a strong craving for the nicotine, which may cause mood changes, irritability or anxiousness

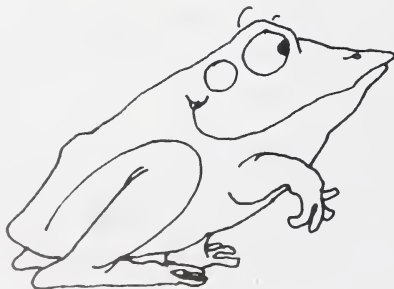
- The person seeks to indulge the addiction, no matter what the **cost**

*Example:* many smokers continue the habit, even though they are aware of the serious health risks involved; some smokers who have lost their voice boxes due to cancer continue to smoke

Explain that an addiction does not only affect the individual, but his or her family as well. Family members are parts of a unit; when part of the unit changes, this alters the functioning of the unit as a whole. A change in one person's behaviour often evokes change in other family members.

Discuss how this is a difficult concept to understand, especially for people who have not experienced problems themselves, or have not known someone suffering from an addiction. Oftentimes, people minimize what an addiction is by expressing their desire for a type of food or activity they enjoy. Refer to the bottom half of Transparency 4.2, which lists the following examples of minimizing:

- "I am addicted to sweets"
- "I'd go crazy without my daily walk"
- "Life would be awful without T.V."







An addiction is more than craving a particular food or wishing to engage in a daily habit. An addiction can overpower an individual and become the most important part of his or her life. The individual seeks to indulge the addiction, despite the consequences. There is a feeling of urgency or desperation because the body and/or the mind have come to depend on the substance or the behaviour.

Many organizations provide help for individuals suffering from addiction and their family members. If the students require further assistance, refer them to community resources such as: AADAC, Public Health Centres, Community Youth Workers, School Counsellors and 12-Step Programs (Alcoholics Anonymous, Al-Anon, Alateen, Gambler's Anonymous, Gam-Anon, Narcotics Anonymous and Nar-Anon)

### 4.3 Verifying values

Ask the class if Natalie's gambling addiction happened instantly. The answer is no. At first, she did not experience many problems. If she had, she probably would have stopped. But as time went by and her behaviour continued, she began to focus more and more on gambling and less on other important areas of her life, such as family, friends, responsibilities and interests. By the time she saw problems happening, she strongly depended on her habit to feel happy.

An effective way of avoiding addiction is to consider what is important in your life and how you might destroy this by experimenting with alcohol, drugs or gambling. Refer back to the chart created during the opening activity. Explain that everybody has values that affect each of the important life areas listed.

Have volunteers talk about something they value and how this relates to one or more important life area. For example:

- I value being a good basketball player, which relates to physical health and recreation
- I value saving money to buy a car someday, which relates to money and responsibilities
- I value doctors and I want to be one someday, which relates to job, school and responsibilities

Distribute **BLACKLINE MASTER 4.3: Verifying values**. Discuss the two examples provided. In the remaining space, have the students independently write about what they value, how these values influence them and how an addiction might become a barrier to each value. Encourage the students to make use of the Important Life Areas chart as they consider what they value. Challenge them to think of values that relate to different life areas, rather than focusing on one or two.

## 4.4 Voyage without values

The review activity is a story that you will read aloud to the class, provided on **BLACKLINE MASTER 4.4: Voyage without values**. It is designed to have the students consider what is important in their lives and the negative consequences of losing this. The students will need their notebooks for this activity.

To begin, ask the students to imagine that they have been selected to go on a voyage around the world. They will be sailing on a ship for one year. All of their food, clothing and personal hygiene items will be supplied; and they will be given \$1000.00 to spend on souvenirs at stops along the way. The students will be allowed to take two people and three items with them; however, they will be given guidelines about who and what they can bring along. Read the following descriptors and have the students record responses in their notebooks:

1. Bring one family member
2. Bring one friend
3. Bring one hobby (magazine, basketball, camera)

4. Bring one learning tool from school (art scrapbook, math book, novel)
5. Bring one item of material value (necklace, Game Boy, radio)

Once the students have recorded their selections, you may begin the story. Upon completion, discuss the questions written at the bottom of BLACKLINE MASTER 4.4.

Check the class envelope and respond to any questions asked.



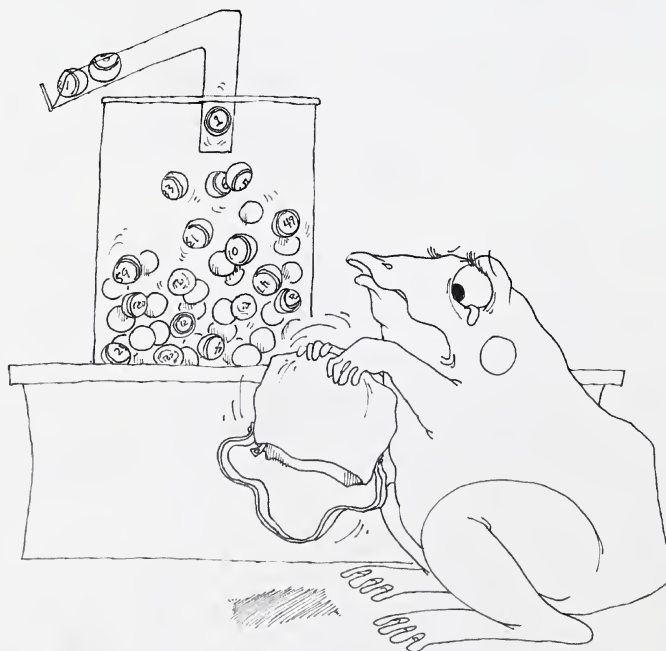
## Gambling grief

Natalie began gambling out of curiosity. She used to play bingo with her friends once a week for entertainment. Slowly, over time, she started gambling more often and spending less time with her friends. Soon it was twice a week, and then three times a week, and then four times a week, and now she plays bingo five or six times a week.

Natalie spends most of her money, she gambles alone and she knows that this has become a problem for her. She needs to stop once and for all, but it's hard for her. When she stays home she feels nervous, depressed, agitated and anxious. She experiences a strong need to gamble again.

Natalie thinks that gambling will help her win back money she has lost. She also thinks that gambling will help her feel better, because when she gambles, she forgets about her everyday problems and feels relaxed.

What else, besides gambling, is an important part of Natalie's life?



# All about addiction

## Addiction

An addiction is when people **depend so strongly** on a **drug** (such as alcohol) or an **activity** (such as gambling), that they continue the behaviour, even though they may be hurting themselves or others.

- The body and/or mind **depend** on the substance or activity
- There is a feeling of **urgency** or **desperation**
- The person seeks to indulge the addiction, no matter what the **cost**

An addiction does not only affect the individual, but his or her family members as well.

## Minimizing

Oftentimes, people **minimize** what an addiction is, by expressing their desire for something:

- "I am addicted to sweets"
- "I'd go crazy without my daily walk"
- "Life would be awful without T.V."





## Verifying values

WHAT DO I VALUE IN MY LIFE?	HOW DOES THIS VALUE INFLUENCE ME?	HOW MIGHT AN ADDICTION BECOME A BARRIER TO THIS VALUE?
<i>Doing well in school</i>	<i>I learn about new things</i>	<i>It could stop me from learning</i>
<i>Being a good listener for my friends</i>	<i>I am there for my friends when they need to talk to someone</i>	<i>I could lose interest in my friends</i>



## Voyage without values

You are preparing to depart for your voyage by sea around the world. You have been anxiously awaiting this moment for weeks. Everyone is excited about this once in a lifetime opportunity.

Just as the captain is pulling up anchor, he realizes that the ship is not equipped for the voyage. The trip is delayed for a few more weeks...and that's not the worst part! Everyone will have to give up \$1000.00 for repairs to the ship. You will have all your necessities provided, but no spending money for souvenirs along the way.

Although disappointed, you realize that this is not the worst possible thing that could happen. The trip is postponed, not cancelled; you still have your family member and your friend with you; and you have the items you brought from home.

The weeks pass by slowly. At last, the day for departure has arrived! You and the other passengers board the ship with anticipation. Everyone cheers as the ship sails off. The weather is beautiful, the sea is calm and your trip has finally begun. It is even better than you imagined. The sites, the people and the activities are incredible. You just know that this will be the greatest experience of your life.

After a few days of an outstanding voyage, the captain realizes that there is a serious problem. He announces that although he has made repairs to the ship, it simply cannot hold the weight of all passengers and belongings. Unfortunately, there is no time to waste. You and everyone else must immediately throw one of the items you brought overboard.

*Ask the students to scratch off an item from their list (you may wish to emphasize that throwing a person overboard is not an option).*

Once everyone has tossed an item away, the mood on the ship changes drastically. All passengers are saddened because of this



loss and their mood remains discouraged for a few days, but eventually, everyone forgets about this misfortune and begins to take pleasure in the trip once again.

You spend long days of fun in the sun, enjoying the company of those around you. You are beginning to tire-out from all the action. One night you decide to go to bed early. You'll get a good night's rest and start partying again in the morning. Before retiring for the night, the captain requests that all passengers leave their two items on the deck. The bunking quarters have been too crowded and there is just simply not enough room. Unfortunately, there is a terrible storm that night. Due to severe winds and heavy rainfall, one of the items you left on deck is washed away at sea.

*Ask the students to scratch off a second item (not person) from their list.*

You are very frustrated by this latest mishap. You have only been gone for a few weeks and already you have lost two of the items you brought. Fortunately, your last remaining item was not washed away! You walk over to put it in safe keeping, when you realize that it was destroyed in a fire caused by a kerosene lamp that fell over during the storm.

*Ask the students to scratch off their third and last item (not person) from their list.*

Now you are down right depressed. You have lost all of your items, the weather is lousy and everyone is miserable. You're tired, you're cranky and you need something to lift your spirits. Amidst your gloom, you realize that you still have your friend and family member with you to enjoy the experience. You begin to look on the bright side of all these unlucky events.

The weeks pass by slowly. The voyage has taken a turn for the worse. It is no longer fun, and you wonder why you ever agreed to participate. One day, the captain announces a stop at port. Everyone cheers! All passengers are ready for a break from sailing. The captain docks the boat and you set off to see the sites.

You spend the day on a beautiful tropical island and you realize that this trip is not a complete disaster. However, your happiness comes to an abrupt end as you approach the dock.

For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).

The captain reports that the rough seas have damaged the ship. As a result, everyone must leave one person behind.

*Ask the students to scratch off a person from their list.*

After you have said good-bye, you board the ship with hesitation. You wonder if you too should stay behind. You question what else is in store for you during this voyage. But before you have a chance to turn back, the ship's engine starts and you are off.

Months pass by. You are grateful for the companionship of the person who is with you. It is nice to have someone with whom to share the experience. You try to tell yourself that the trip is not so bad, but you know you're only lying to yourself. Everyone on the ship is bored to tears, fed up and grouchy.

The captain announces a second stop in just a few days. You're not exactly ecstatic, but you're happier than before. You say to yourself, "finally, a break from the monotony of this ship!" The hours pass by very slowly. As the ship approaches the dock, your heart fills with delight. You are more excited than you thought about this change. You can't understand why your companion does not share your enthusiasm. You realize that he or she has come down with terrible seasickness and can no longer continue the voyage. Your companion must get off at the next port and return home immediately.

*Ask the students to scratch off the last person from their list.*

Questions to consider:

- Do you get off at the next port and return home as well? Was the trip fun?
- Think about the timeline of this trip. Did all of your problems happen instantly or over time?
- Consider how this experience had an impact on important life areas.
- How might you compare some events of this story to the experiences of an individual battling addiction?











## Lesson 5

# Advertising antics

### SPECIFIC OUTCOMES

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**W-5.4** Examine the impact that changes in interests, abilities and activities may have on body image

**W-5.7** Identify personal boundaries and recognize that boundaries vary depending on the nature of relationship, situation and culture

**L-5.3** Investigate the effectiveness of various decision-making strategies

**L-5.6** Assess how roles, expectations and images of others may influence career/life role interests

- recognize media strategies used to promote alcoholic beverages
- understand and identify positive and negative pressures
- examine and evaluate the health risks associated with drinking alcoholic beverages

### CONTENT AND TIME (45 MINUTE LESSON)

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5.1 Opening activity: Media messages (5 minutes)

5.2 Media madness (10 minutes)

5.3 Story activity: Alcohol anxiety (20 minutes)

5.4 Review and homework assignment: Advertising agents (10 minutes)

### REQUIRED MATERIALS

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NOTE: before this lesson, find examples of magazine or newspaper advertisements about alcohol (both promoting and discouraging use). You may also visit your local AADAC office, which will supply you with posters and informative brochures about alcohol.



TRANSPARENCY 5.2: Media madness

BLACKLINE MASTER 5.3: Alcohol anxiety

Alcohol advertisements

Important Life Areas chart (from lesson four)

Notebooks



## 5.1 Opening activity: Media messages

Display the magazine and newspaper advertisements where the class will be able to see them clearly. Ask the students to identify which ads promote alcoholic beverages and which ads discourage drinking. Also discuss how this is accomplished (the ad might highlight customer satisfaction and trust in the product, or might shock the viewer by illustrating a car accident caused by drinking and driving). Explain that advertisers use tactics to appeal to the viewer's intelligence and emotions, which will be explored in today's lesson.

## 5.2 Media madness

Discuss how becoming a young adult is an exciting time for most people because many new opportunities are available to them. They may go to college or university, they may start a new job, they may travel or they may move away from home for the first time. Turning 18 also marks the age when an individual is legally permitted to drink alcoholic beverages, such as beer, wine, champagne and liquor. Many young adults enter into this stage of life with a great deal of enthusiasm. They look forward to their 18th birthday, when they can celebrate drinking legally for the first time. So what is all the hype about?

Show the top portion of **TRANSPARENCY 5.2: Media madness**. Keep the middle and bottom covered for the time being. Explain that some people are curious to try alcohol and others think it will help them relax. For many people, peer influence plays a part. They want to fit in with the crowd, no matter what the cost. And why would drinking facilitate a sense of belonging; because it is viewed by many as the "hip" thing to do. And where did this notion that drinking is "hip" come from? The media. Over the years, the alcohol industry has used media to persuade people to use its products.

Show the middle portion of **TRANSPARENCY 5.2**, but continue to keep the bottom covered. Discuss how the media can be found all around us, advertising in newspapers and magazines; promoting on T.V., radio, billboards, buses, buildings and the Internet; and marketing at events like hockey games and music concerts. Often, the media uses tactics to sell products to us, whether or not these products are good for us.

Unfortunately, many people believe what they hear and see in the media. If a T.V. commercial shows that drinking makes you look “cool” and a magazine article tells how drinking makes you feel “good,” then it must be worth a try, right? WRONG! We need to be very aware of the tactics used by the media in order to challenge the messages we receive. We also need to recognize other pressures, such as negative peer influence, with which we are faced everyday.

Have the students brainstorm strategies the media uses to promote a product, even if that product may not be a healthy one. Consider eye-catching actions, feelings, themes and features presented in advertisements to attract people to something. Ask the students what they have seen on T.V. or around the neighborhood. Once the students have shared ideas, show the bottom portion of TRANSPARENCY 5.2, which lists the following strategies:

- Being young
- Having fun
- Looking cool
- Feeling free
- Being independent
- Getting satisfaction
- Experiencing success
- Being proud



Encourage the students to keep their eyes open for a variety of media strategies in the next few days.

### 5.3 Story activity: Alcohol anxiety

This next activity encourages the students to consider pressures that may influence adults to drink and adolescents to experiment with drinking. Being able to recognize pressures around them will enable the students to prepare themselves for incidents where they may feel at risk to try an alcoholic beverage. Being prepared allows the students to make decisions that are informed, rather than impulsive.

This activity can be done individually, in pairs or small groups. Distribute copies of **BLACKLINE MASTER 5.3: Alcohol Anxiety**. Have the students read through the instructions at the top. Review the expectations to ensure that everyone understands the assignment given. The task is to read through the story and identify the positive messages influencing Jody to avoid drinking, along with the negative messages pressuring her to try it. At the end of the story, the students are asked to consider whether they think Jody will try drinking.

To save paper, you may prefer to distribute one copy of **BLACKLINE MASTER 5.3** to each group and have the students draw their own flags (12 in total) and respond in their notebooks.

Upon completion of this activity, have the students discuss why they coloured their flags green or red, and how they responded to the last question.

## 5.4 Review and homework assignment: Advertising agents

Explain to the students that they will become representatives of an advertising agency over the next few days. During lesson eight, their job will be to design a large advertisement for a magazine, influencing young people to make healthy lifestyle choices. In order to be ready for this task, the students will need to observe interesting advertisements all around them and take note of catchy slogans, dynamic colours, upbeat illustrations or expressive emotions. Encourage the students to bring in sample advertisements. These can be ads from magazines and newspapers or ideas taken from T.V. commercials and bulletin boards. The samples do not need to be specific to alcohol, drugs or gambling, as the students will be focusing on the strategies used to attract the audience.

During lesson eight, the students will create ads that promote healthy life choices in relation to the important life areas discussed in the last lesson (the list of important life areas should be posted in the classroom for the students to see clearly). You may want to discuss a few examples of appropriate ads:

- Taking responsibility to complete a job at home
- Being a positive role model for a younger student
- Studying to do well on a test

Have the students think carefully about the picture, the words and the message they will be sending to the audience. Challenge the class to think of advertisements that would be easily understood and appealing to kids, as they will be displayed throughout the school. Be sure to clarify that the students should have their ideas ready for the last lesson of this unit.

Check the class envelope and respond to any questions asked.



## Media madness

### Why do people experiment with alcohol?

- Curiosity
- To help them feel relaxed
- Peer influence
- The influence of the Media

### The media advertises all around us:

- Newspapers
- Magazines
- T.V.
- Radio
- Billboards
- Buses
- Buildings
- Internet
- Events (hockey games, music concerts, etc.)



### Media strategies used to promote a product:

- Being young
- Having fun
- Looking cool
- Feeling free
- Being independent
- Getting satisfaction
- Experiencing success
- Being proud

For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).

## Alcohol anxiety

*INSTRUCTIONS: Your job in this story is to be a detective and lead Jody on the right path toward healthy choices. Throughout the story, you will see flags. These flags are signs for Jody. Colouring a flag green will help her recognize a positive influence that encourages her to avoid drinking. Colouring a flag red will warn Jody of a negative influence that may put her at risk to try drinking.*

It was Saturday morning and Jody was very excited about her fun-filled day. First, she was going to watch her favourite T.V. show and then she was going to the shopping mall with her older sister.

When Jody turned on the T.V., she saw a commercial for a particular brand of beer. She watched a group of young, attractive adults feeling free and having fun. They were dressed cool, driving expensive cars and meeting at a huge, expensive beach house to drink beer together and play beach volleyball. ¶ Her T.V. show finally came on and she began watching. One of the characters in the show was a free spirit. She was 22 years old and on her way to success. Jody hoped that one day she would be like that. This character drank beer too, just like the people in the commercial. But she didn't drink all the time, only once and a while when she felt stressed and she needed to forget about her problems. Jody wondered if drinking to deal with stress and daily problems was a good idea. ¶

After the T.V. show, Jody got ready to go shopping. While she was waiting for her sister, she sat at the kitchen table and flipped through the newspaper. She saw an announcement about the health hazards of drinking and driving.

The announcement listed many statistics about people hurt or killed as a result of drinking and driving in Canada. ¶

Just then, Jody's sister came down from upstairs. Jody really liked spending time with her sister because she was trendy, she had cool friends, she drove an awesome car and she always knew what to say and do in certain situations. Jody's sister included her a lot of times too, which meant a great deal to Jody. Her sister was 17 and managed to buy her own car. She had a part time job and saved her money. Jody wanted to be like her sister and have her own car someday.

The two were off. On the drive to the shopping mall, there was a billboard on the side of the road. It read "Drinking can be deadly!" The picture was a view through a car windshield. But the view of the street ahead, which included other cars and people, was very blurry. You could not focus clearly on what was in front of you. There were five empty glasses in the corner of the billboard, with the following words written across them, "But I only had a few drinks." ¶ The radio was on and a new band was playing a popular rock song. The song was called "Alcohol." Jody listened to the words, "I got no troubles to recall; my best friend is alcohol. I drink all day, I drink all night; I know I've had enough when I start a fight." ¶

When they got to the shopping mall, Jody's sister saw some of her classmates in the parking lot. They invited her sister to a party that night and joked that bringing a beer or two wouldn't kill her. ¶ Jody's sister said "No thanks." Her sister liked sports. The next morning she was playing in a baseball game and she did not think that drinking would help improve her batting ability. Not only that, her sister knew that drinking is illegal for anyone under the age of 18 and she was only 17. Even if she were 18, she wouldn't drink if she were driving her car because she knew the dangers involved. She had told Jody many, many times that most of the people she knew did not drink and did not hang around places where alcohol was


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available because they were not yet 18. If Jody tried drinking before the legal age, she knew her sister would be very disappointed. ¶

Her sister's classmates did not take no for an answer; they kept pushing. One classmate asked, "Why don't you just come to one party? You'll be surprised how much fun you can have." Another said, "Gabriel, Tom and Steve think drinking is cool and if you don't drink, they won't want to hang out with you at the party." ¶ Jody's sister answered them with confidence and replied, "I'm okay with that. I don't think that acting drunk is all that attractive. I have lots of friends who think I'm cool just the way I am. And besides, why would I want to hang out with someone who pressures me to do something I don't want to do? See you guys later." ¶

After an hour of shopping, Jody and her sister were walking towards the car. A teenager about 16 years old walked out of the liquor store, holding a paper bag with a bottle inside. Jody wondered if the liquor store clerk served the teenager without questioning his age. Jody knew it was illegal to sell alcohol to anyone under 18. She figured that liquor store clerks must know that as well. She was curious about what had just happened and she wondered just how easy it would be for other teenagers to buy alcohol. ¶ The teenager's receipt fell out of the bag. Jody picked it up and read the amount. Jody gasped and then uttered, "\$23.00, no way!" Her sister nodded and said, "Just think of what else you could buy with \$23.00." Jody could not believe it. She would never be able to buy a car, like her sister had, if she spent that kind of money just to go to a party. ¶

On the way home, Jody and her sister were driving beside a bus. An advertisement on the bus posed a question. It simply asked, "Do you have a drinking problem? If you answered yes to this question, you're not alone. Call 1-800..." On one side

of the ad was a picture of a woman crying, leaning over with her head in her hands. 

Jody read the question to herself silently. She thought about what might happen if she ever did have a problem with alcohol. Then she thought about whether or not she would try alcohol before turning 18. What answer do you think she came up with? Why?

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## Lesson 6

# Real relationships

### SPECIFIC OUTCOMES

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**R-5.6** Investigate the benefits of fostering a variety of relationships throughout the life cycle

**R-5.8** Develop strategies to address personal roles and responsibilities in groups

**L-5.6** Assess how roles, expectations and images of others may influence career/life role interests

- explore the characteristics of supportive relationships
- identify positive and negative qualities in people and how these affect others
- understand that positive role models influence others to make healthy lifestyle choices

### CONTENT AND TIME (45 MINUTE LESSON)

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6.1 Opening activity: Supportive relationships (10 minutes)

6.2 Ideal individuals or unpleasant people? (15 minutes)

6.3 Rating a role model (15 minutes)

6.4 Review: Relationship relevance (5 minutes)

### REQUIRED MATERIALS

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BLACKLINE MASTER 6.1: Supportive relationships

BLACKLINE MASTER 6.2: Ideal individuals or unpleasant people?

BLACKLINE MASTER 6.3: Rating a role model

Chart paper

Notebooks





## 6.1 Opening activity: Supportive relationships

Distribute **BLACKLINE MASTER 6.1: Supportive Relationships**. Have the students read the definition of a supportive relationship, written at the top. In the head section of the characters provided, have the students record the names of five people who they feel play a positive and an important role in their lives. Explain that these people can be family members, friends, teachers, classmates, neighbours or whomever the students feel fits the description given. Inside the body of each character provided, the students will write what they like best about that person. Emphasize that the students will be invited to contribute a name or two from their work, only if they volunteer to do so. Describe ideas upon completion.

## 6.2 Ideal individuals or unpleasant people?

Brainstorm two lists on chart paper entitled (1) Positive Qualities and (2) Negative Qualities. Be sure to keep these lists, as you will make reference to them again in lesson seven. Have the students think about positive and negative qualities in family members, friends, teachers, classmates and neighbours. Ask the students why they would want the people close to them to possess certain traits. You may complete one list before beginning the next, or you may prefer to do both at once, as the two lists are rather opposite. Stress the importance of identifying qualities, not specific individuals. Encourage the students to think of creative words for each chart. The following lists provide an assortment of ideas:

### **Positive qualities**

PEOPLE ARE:

Able to listen

Trustworthy

Positive in outlook

Loyal

Considerate

Courageous

### **Negative qualities**

PEOPLE ARE :

Gossipy

Dishonest

Negative in outlook

Disloyal

Thoughtless

Cowardly



Cautious	Reckless
Kind	Rude
Compassionate	Mean
Energetic	Uninterested
Humorous	Boring
Responsible	Unreliable
Fair	Unreasonable
Patient	Impatient
Sensitive	Indifferent
Generous	Greedy
Grateful	Selfish
Dependable	Suspicious

Next, distribute **BLACKLINE MASTER 6.2: Ideal Individuals or Unpleasant People?** Have the students discuss the picture they see and the symbolism — why do the instructions ask them to list the positive qualities on the bridge and the negative qualities in the water below? The students will write positive qualities they look for in a supportive relationship inside the rocks of the bridge. The negative qualities they try to avoid can be written inside the waves of the water. Clarify to the class that these qualities are not specific to friends alone. The students can include positive and negative qualities they see in family members, teachers, classmates or any person with whom they have a close relationship. Remind them, however, not to use specific names of people. Once this is completed, have them respond to the third task in the clouds above the bridge.

## 6.3 Rating a role model

You can complete the next activity as a whole class by creating a transparency of **BLACKLINE MASTER 6.3: Rating a role model**. If you prefer, you can photocopy this master and have the students work independently or in pairs. You may want to do a few examples together, to ensure that the rating scale is clear.



Ask the students to read the situations provided and rate the character's behaviour as being very negative, somewhat negative, neither negative nor positive, somewhat positive or very positive. Encourage the students to think about similar behaviours they see in themselves and in others. Challenge them to think about how they can continually develop positive qualities in themselves, and how they can recognize and improve upon their own negative qualities. Also challenge them to consider their own relationships and whether or not these are supportive, positive and healthy.

Have the students put the work they have completed in their notebooks.

## 6.4 Review: Relationship relevance

Ask the students why they think supportive relationships are important in discussions about drugs, alcohol and gambling. After giving the class the opportunity to make this conclusion, clarify that young people who have supportive relationships oftentimes do not struggle as much with addictions because:

- They have positive role models around them influencing them to make healthy decisions
- They have positive role models to help guide them through difficult situations
- They can confide in, trust and lean on positive role models when they experience life's struggles, and when they need help coping and getting back on track

Check the class envelope and respond to any questions asked. Remind the class to continue collecting media samples and to have their ideas ready for lesson eight.



## Supportive relationships

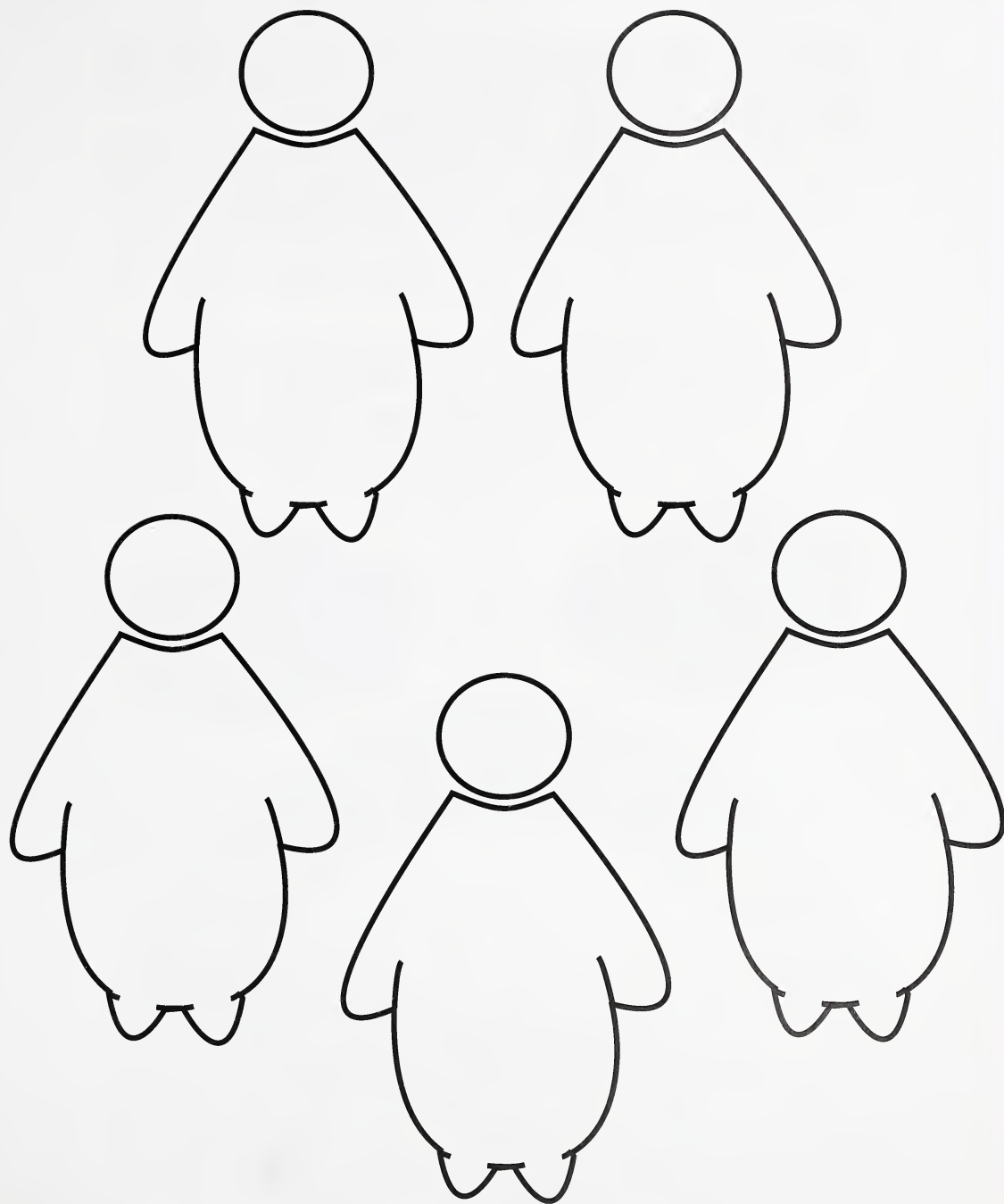
A supportive relationship is a **connection** between two or more people that involves the following:

- **Assisting** each other
- **Comforting** each other
- Having a genuine concern for the **well-being** of each other
- Promoting the **interests** of each other
- Contributing to the each other's **success**
- Keeping each other from losing **courage**

Instructions:

1. Write the name of a supportive person you know inside the head section of each character on the next page.
2. Write what you like best about each person inside the body section of each character.

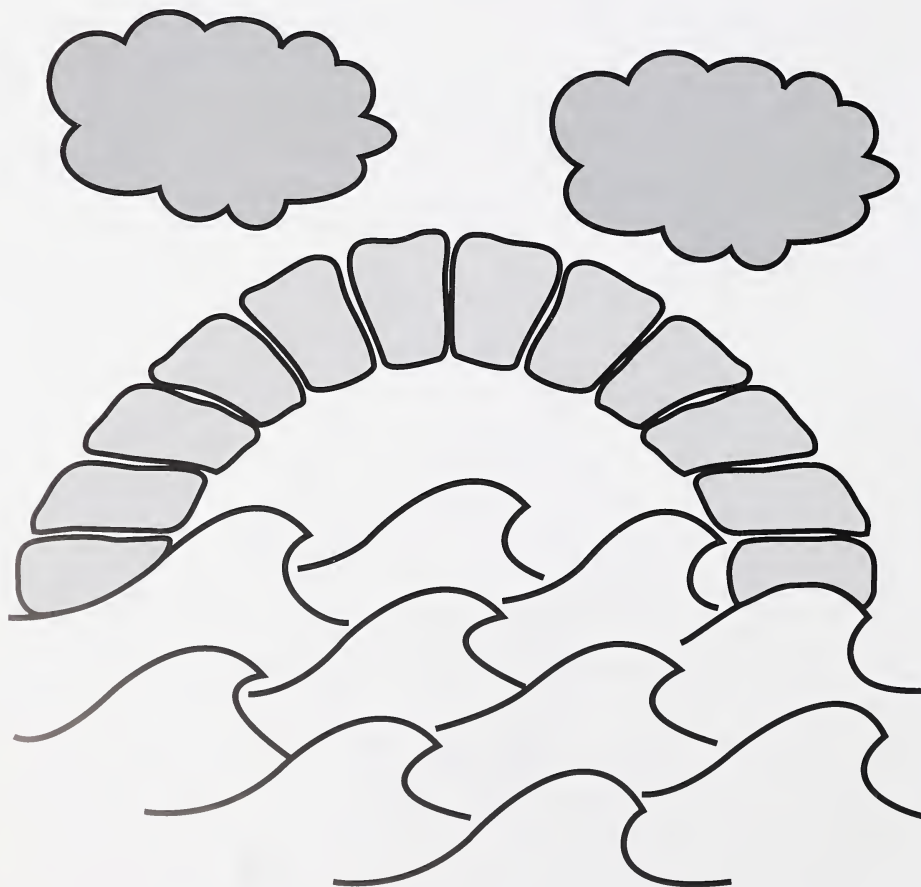




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## Ideal individuals or unpleasant people?

1. In each stone of the bridge, write a positive quality you appreciate in a person.
2. In each wave of the river, write a negative quality you do not appreciate in a person.
3. Think of a supportive relationship you have with a specific person. In the clouds above, give examples of the following:
  - a. An encouraging statement that person would say to you
  - b. Something thoughtful that person would do for you



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## Rating a role model

In the situations below, rate Ted's behaviour as being very negative, somewhat negative, neither negative nor positive, somewhat positive or very positive. Based on the rating you give, consider whether Ted is a positive or negative influence for Mia.

Mia and Ted go for a bike ride on the bike path. Ted has a bell on his bike to warn others that he is approaching. Ted rings the bell several times while speeding past people. He yells, "Out of the way, I'm coming through!"

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Ted invites Mia to his house to play video games. Ted has only one chocolate bar. When it is Mia's turn, he goes upstairs to take a few bites, without letting Mia know.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Mia is upset because she does not understand the material on her math test tomorrow. Ted offers to help her study so that she will do well.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Mia invites Ted to go to the theatre on Saturday. He agrees to meet her at 2:00 in the afternoon. He is 15 minutes late arriving, and they miss the first few minutes of the movie. Mia has noticed that Ted usually shows up late when they have plans to meet.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

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# 6.3b

Ted is really good at basketball. Mia notices that he practices daily to improve his skills. He enjoys basketball and he hopes to make the school team next year.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Ted tells Mia that he did not do his homework because he watched T.V. all evening. When the teacher questions Ted about his incomplete assignment, he uses the excuse that he was feeling sick.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Some grade six students are calling Mia names. When Ted sees this, he walks up to her and invites her to join him and his buddies at the park. Ted tells Mia not to worry about the grade six students because they tease everyone who is younger than they are.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Ted dares Mia to do something that she is uncomfortable doing. When she refuses, he calls her a "chicken" and laughs at her. He tells his friends that Mia is a "goody-two-shoes."

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Mia likes hanging around Ted because they have lots of fun together. Sometimes, she feels like they always end up doing what Ted wants to do. She makes suggestions, but each time, he has other plans for them that he says are more interesting.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive      ☐ Very positive



Ted and Mia are with a group of friends. Some of the friends start to throw rocks at cars driving by. Mia begins to walk away because she does not want to be involved. Although Ted does not join in and throw rocks, he does not ask his friends to stop, nor does he walk away.

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

Mia is nervous about playing hockey in phys-ed class. She does not play as well as her classmates and she is afraid others will make fun of her. Ted lifts her spirits by telling her that she is good at shooting the ball in the net and she is faster than most of the class. He encourages her to have more confidence. He always says, "If you believe in yourself, you can do anything."

- ☐ Very negative      ☐ Somewhat negative      ☐ Neither negative nor positive  
☐ Somewhat positive      ☐ Very positive

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## Lesson 7

# Being positive is powerful

### SPECIFIC OUTCOMES

**R-5.1** Recognize that presenting feelings may mask underlying feelings

**R-5.2** Identify and use long-term strategies for managing feelings

**L-5.2** Affirm personal skill development

- acknowledge that the behaviour of others affects an individual's self-esteem
- realize that negative and positive thought patterns affect self-esteem
- recognize personal strengths and work toward positive life outcomes
- understand that a positive self-esteem promotes a healthy lifestyle

### CONTENT AND TIME (45 MINUTE LESSON)

7.1 Opening activity: Actions affect us (10 minutes)

7.2 Strengthening vs. shattering self-esteem (15 minutes)

7.3 Power of the positive (15 minutes)

7.4 Review: Quick quiz (5 minutes)

### REQUIRED MATERIALS

Lists made during lesson six: (1) Positive qualities and (2) Negative qualities

TRANSPARENCY 2.3: Why do people draw on drugs? (from lesson two)

TRANSPARENCY 7.1: Actions affect us

BLACKLINE MASTER 7.3: Power of the positive

Large sentence strips (for the class bulletin board)

Notebooks

Marshmallows and toothpicks, or cube-a-link blocks







## 7.1 Opening activity: Actions affect us

Explain that the last two lessons have explored how positive and negative influences from others affect our thought processes and behaviour. Today's lesson focuses on self-esteem. We must all take responsibility for our own feelings of worth, but we need to realize how people around us also affect this. The comments they make and their actions toward us can either help to enhance or diminish the positive feelings we have about ourselves. Just as we have a tendency to believe the media, whether or not we are hearing the truth, we often trust what others tell us, even if we know that information is not true.

Have the class review the lists from lesson six — about Positive and Negative Qualities. Give specific examples of behaviour we might see from a person with a particular quality. Ask the students to think about how these behaviours might affect our feelings. The following are examples for consideration:

<b>Personal Quality</b>	<b>Behaviour</b> A PERSON:	<b>Feelings</b> YOU FEEL:
Thoughtlessness	makes fun of you	embarrassed
Fairness	trusts you	trusted
Positive outlook	believes in you	confident
Rudeness	calls you names	hurt
Considerateness	listens to you	significant
Humorousness	laughs with you	cheerful
Selfishness	leaves you out of the game	unworthy
Kindness	invites you to his or her house	accepted

This categorization enables the students to make connections between personality traits, behaviours and self-esteem. It encourages them to think about how we are all affected by the comments and actions that others direct toward us.

Once you have completed this activity, show **TRANSPARENCY 7.1: Actions affect us**. Discuss the illustrations and the definition of self-esteem provided. Have the students record this definition in their notebooks.

## 7.2 Strengthening vs. shattering self-esteem

For this demonstration you can have the students remain at their desks and invite volunteers to the front of the class, or if you prefer and you have the space, you can ask the students to sit in a large circle on the floor and invite volunteers into the center. Explain to the students that you will be building a self-esteem structure together. This is a structure that grows and strengthens when the person building it feels self-confident, and one that shrinks and weakens when the builder experiences feelings of insecurity. To achieve this, you will provide for the class comments or actions that either encourage a person to feel good or bad about him or herself.

When you make a positive statement, a classroom volunteer will build up a structure using the marshmallows and toothpicks (or you may prefer to use classroom materials readily available, such as cube-a-link blocks). To speed the game along, you can allow each volunteer to use four marshmallows and four toothpicks for each turn (as opposed to just one of each). You will also want to demonstrate how to begin building a successful structure using marshmallows and toothpicks (i.e. creating a wide base).

To begin, provide only positive statements so that the structure can be built up. After a few teacher examples, ask student volunteers to add their ideas as well. Have them refer to the chart posted on Positive Qualities, in order to think of appropriate examples. Once you have a good-sized structure, begin to introduce negative statements. At this time, classroom volunteers will take turns tearing down the structure by removing four marshmallows and four toothpicks for each negative statement. Again, give examples to begin and then ask student volunteers to contribute ideas. Have the students refer to the chart posted on Negative Qualities.

It is very important to emphasize that the comments being made are generalized and are not about a specific person.

## 7.3 Power of the positive

Although other people's behaviour can affect our self-esteem, we are often our own worst critics. We are all guilty of thinking negative thoughts about ourselves. When this becomes a pattern, we start to believe in the negativity, we lose confidence and we feel defeated. In order to change this, we must make an active effort to replace our pessimistic thoughts by saturating the brain with optimism. Read through the first part of BLACKLINE MASTER 7.3: Power of the Positive with the students, in order to clarify this concept. Have the students complete the second part independently. Emphasize that ideas will not be shared, unless volunteered.

Upon completion, discuss the relation between self-esteem and addiction. Ask the students to think back to the reasons why people use alcohol, drugs or gambling. You may also want to refer to TRANSPARENCY 2.3: Why Do People Draw on Drugs? A person who is struggling with a low self-esteem may be at greater risk for:

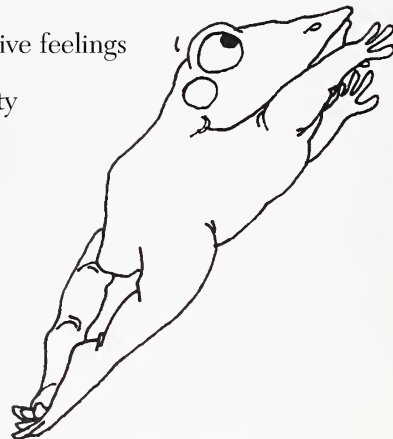
Wanting to deal with problems and negative feelings

Seeking a new experience out of curiosity

Creating a personal image

Being rebellious

Being influenced by others to fit in



## 7.4 Review: Quick quiz

To review the concepts explored in lesson seven, you can ask the students a series of questions (refer to the suggestions given below). To answer yes, they can provide two thumbs up, to answer no they can provide two thumbs down, and to answer maybe, one thumb up and one thumb down. You may want to discuss briefly some of the more difficult questions.

1. Can another person's negative comments to you make you question your abilities?

YES

2. If an older brother or sister treats you with kindness, do you feel good about yourself?

YES

- |  |     |
|--|-----|
| 3. Will you help yourself improve in an area if you say to yourself, "I am going to fail"?   | NO  |
| 4. If you have a high self-esteem, are you better able to feel confident in making difficult decisions?  | YES |
| 5. If you believe in your ability to make good decisions, will you do ANYTHING to fit in with the 'cool' crowd?  | NO  |
| 6. If you believe positive thoughts about yourself, are you wasting your time and energy?  | NO  |
| 7. If you feel defeated and lonely, would you be willing to do what an older kid suggests, even if you think it is an unwise choice?                                   | YES |
| 8. Is it effective to work on positive self-talk for a few days and then stop when you feel better?  | NO  |
| 9. When you constantly say negative statements to yourself, you begin to believe in them; do you change this by replacing the old thoughts with new, encouraging ones? | YES |
| 10. If you hang around with negative people, is there a good chance that you will be negative as well?   | YES |

If time permits, have a couple volunteers write statements like these on sentence strips and post them on the unit bulletin board.

Check the class envelope and respond to any questions asked. Remind the students to continue collecting media samples and to have their ideas ready for lesson eight.



## Actions affect us



Self-esteem is:

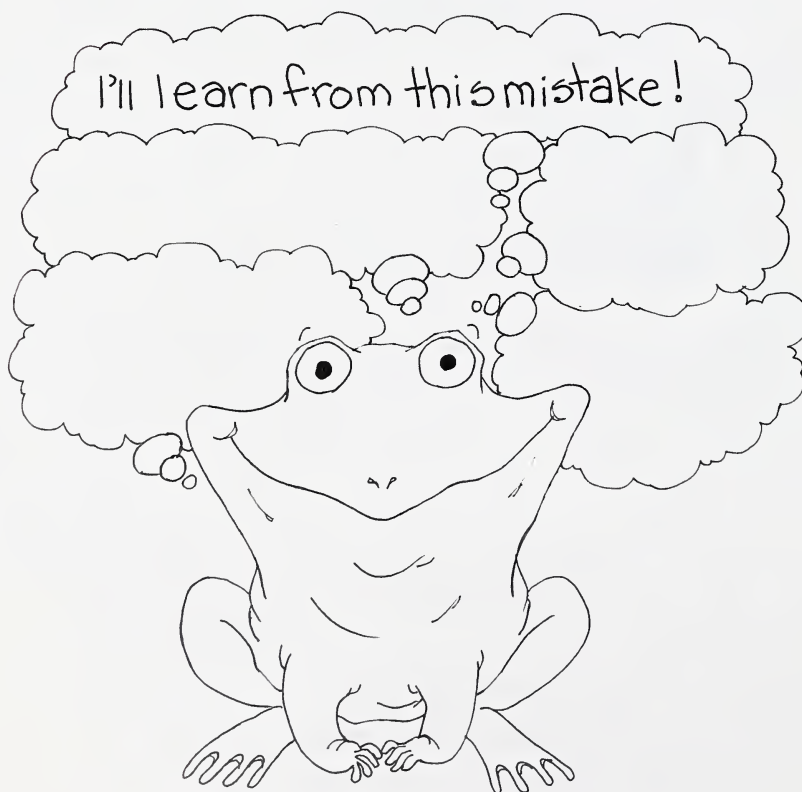
- Being happy about who you are
- Having confidence in your abilities
- Respecting the decisions you make
- Valuing yourself

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## The Power of the positive

Franky the Frog feels defeated because he is thinking negative thoughts about himself. Help him to think positively by writing four encouraging statements he could say to himself.





It is time to get rid of the 'put downs' and bombard your brain with positive self-talk. Try this for a week and you will notice a boost in your self-confidence and have a clearer picture of who you really are.

In the first column, write three negative comments you have said about yourself. In the second column, write three positive comments you will say about yourself. A few examples have been given.

**PERSONAL PUT DOWNS**

**SPEAK SENSIBLY ABOUT YOURSELF!**

*I can't play sports*

*I work hard to improve my abilities*

*I always fail*

*I don't believe in failure, only success*

*Here we go, arguing again*

*I am a GREAT friend and we will work this out*

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## Lesson 8

# Media mania

### SPECIFIC OUTCOMES

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**W-5.4** Examine the impact that changes in interests, abilities and activities may have on body image

**W-5.8** Promote safety practices in the school and community

**L-5.4** Analyze factors that affect the planning and attaining of goals

**L-5.6** Assess how roles, expectations and images of others may influence career/life role interests

- review the knowledge accumulated in the unit
- use media strategies to promote healthy alternatives to alcohol, drugs and gambling
- showcase healthy choices and important life areas for other students in the school

### CONTENT AND TIME (45 MINUTE LESSON)

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8.1 Opening activity: Advertising agents (5 minutes)

8.2 Media mania (30 minutes)

8.3 Review: Summary session (10 minutes)

### REQUIRED MATERIALS

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Note: you may want to visit your local AADAC office before this lesson, which can supply you with a variety of posters to use as samples.

TRANSPARENCY 1.1: Understanding the unit  
(from lesson one)

TRANSPARENCY 8.2: Media mania

Poster paper or BLACKLINE MASTER 8.2: Media mania

Art supplies (felts, crayons, construction paper, glue, scissors, magazine and newspaper advertisement samples and anything to make the student ads creative)

Important Life Areas chart (from lesson four)

Notebooks







## 8.1 Opening activity: Advertising agents

Invite volunteers who brought in sample advertisements to show them to the class. You may want to display some good examples on the board, so that the students can see them clearly while they are creating their own ads. Briefly discuss the ads brought in, along with ideas the students have observed on T.V., billboards, buses and buildings. Remind the class to use catchy slogans, dynamic colours and expressive emotions that appeal to students from grades one to six.

It would be helpful to quickly review the media strategies discussed in lesson five. You may want to write these on the board for easy reference during this activity. They are as follows:

- Being young
- Having fun
- Looking cool
- Feeling free
- Being independent
- Getting satisfaction
- Experiencing success
- Being proud



## 8.2 Media mania

Review the expectations of this activity, given at the end of lesson five. Explain that the students are representatives of an advertising agency. Their job is to design a creative ad for a magazine that will influence young people to make healthy life choices in relation to one or more of the important life areas (this chart should be posted for the students to see clearly). If necessary, discuss examples of appropriate ads, such as:

- Being a supportive friend
- Challenging yourself to learn a new sport
- Believing in your ability to accomplish a goal

Again, encourage the students to think carefully about the picture, the words and the message they are sending to the audience. Challenge them to use the media strategies reviewed in the opening activity, and to write clear messages with eye-catching illustrations.

Have the students create their ads on large poster paper to be displayed throughout the school. If you prefer smaller ads, you can use **BLACKLINE MASTER 8.2: Media mania**.

## 8.3 Summary session

Have the students look through the work in their notebooks and refer back to **TRANSPARENCY 1.1: Understanding the unit**. Briefly review the activities completed during the eight lessons. Have the students share their posters and describe individual perspectives about the unit *Leaps and bounds*. Ask volunteers to identify one or more of the following:

- The media strategy they used for their poster and why
- The most important concept they learned during the unit
- Their favourite activity throughout the eight lessons
- One or two personal changes they would like to make, as a result of their learning

As an extension to this activity, you may have them respond in writing to one or more of these points. If possible, have the students showcase their advertisements to a younger buddy class during another lesson.

Display the advertisements around the school, for students in all grades to read and contemplate. This gives the grade five students the opportunity to become positive role models for others in the school.

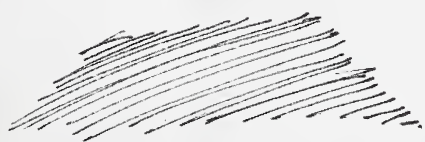
Check the class envelope and respond to any questions asked.

## Media mania



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site [www.aadac.com](http://www.aadac.com).

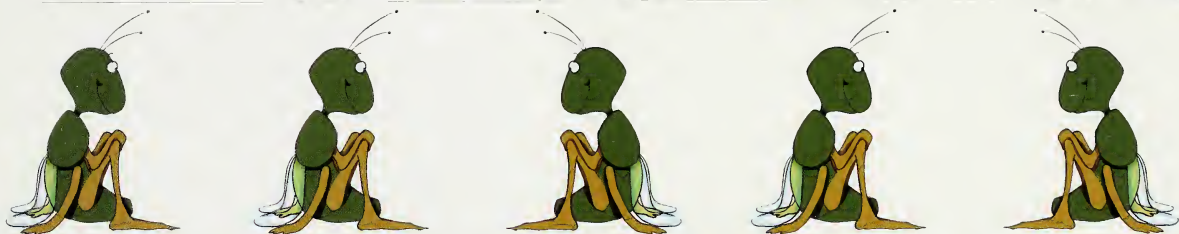






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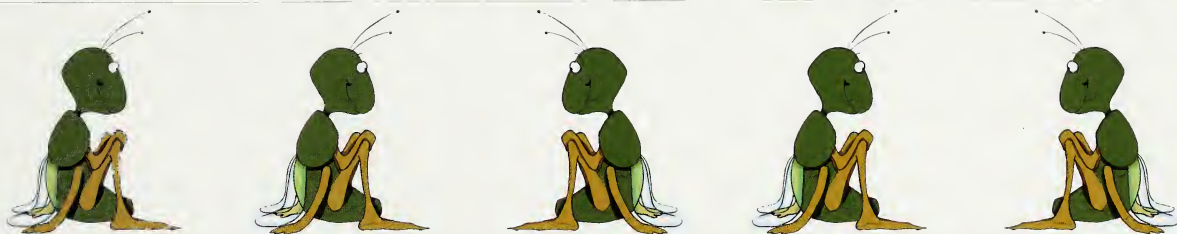




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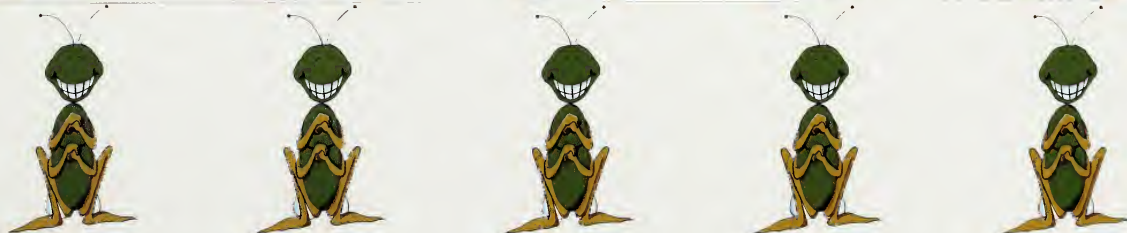
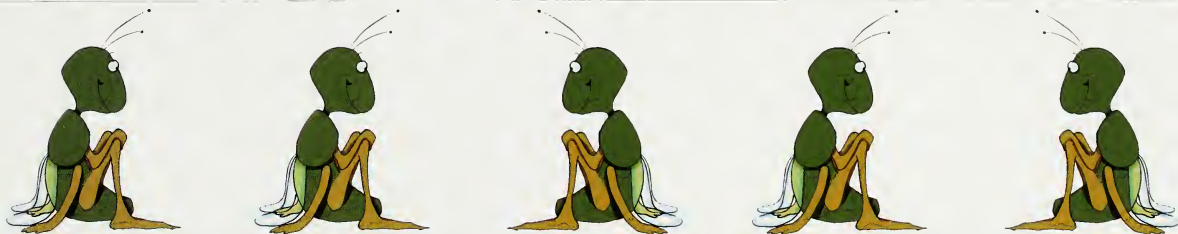




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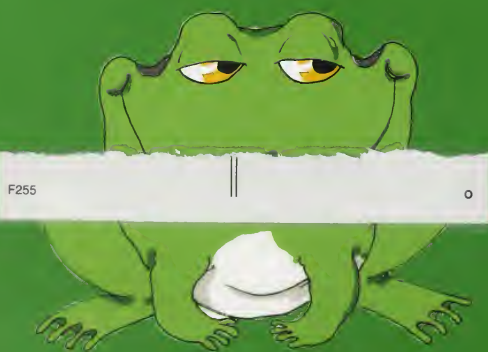
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